



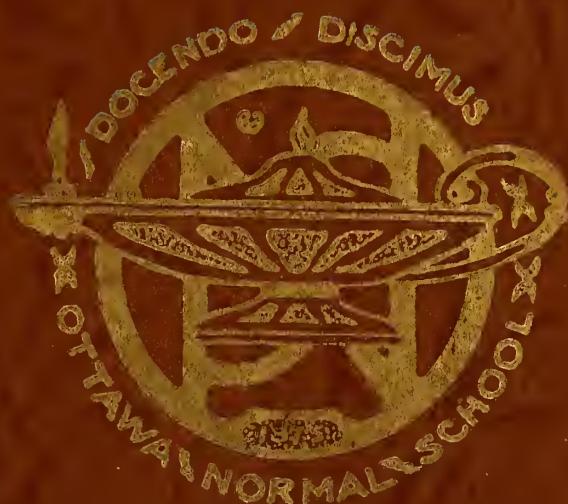
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YEAR BOOK
1916-17

1916-17

YEAR BOOK
OF THE
OTTAWA NORMAL SCHOOL

THE PUBLICATION COMMITTEE

EDITORIAL

MISS J. A. SHAVER, MISS J. M. DUGGAN, MISS M. E. KIRKLAND,
MISS B. G. O'CONNOR, MISS R. G. TAGGART, MR. W. E. BRADLEY

CONSULTATIVE

PRINCIPAL WHITE, DR. KARR, AND MR. FLEMING



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W. J. Karr, B.A., D. Paed., Psychology and English.	Mr. C. E. Emery, Calisthenics.
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INTRODUCTION.

A YEAR of notable achievement should not be allowed to pass without some tangible memorial of its triumphs. With this idea in mind, the teachers-in-training at the Ottawa Normal School during the session of 1916-1917 decided to prevent the period of their occupation of its historic halls from sinking into oblivion. By publishing a Year Book they hoped, not only to perpetuate their memory among succeeding classes, but also to provide for themselves a means of recalling the successes of an important period of their lives. The Committee appointed to supervise the work submits herewith the result of its editorial effort upon the material presented to it by the student body, in the confident expectation that the production will meet with enthusiastic approval.

Undoubtedly the most interesting feature will be the pictorial part of the production. As was to be expected in a class so generously blessed by nature with physical endowments, the photographs are highly pleasing. This fact is a tribute not merely to the personal appearance of the class, but also to the arts of the photographer and engraver, who, inspired by the excellence of their material, have risen splendidly to the occasion.

Next in interest will probably be the biographical sketches of the individual members of the class. The exigencies of space demanded that these be condensed within rather narrow limits. Notwithstanding this, the biographies show an absence of stereotyped form, and an originality of expression seldom found in similar series of sketches. A large number are written in verse, indicating some poetical genius. It is strongly suspected that many other students sought inspiration from the Muses, with more or less disappointing results. They wisely decided, however, that good prose is better than vile poetry, and threw their productions into the less pretentious form.

The contributions of original stories and poems were quite numerous, showing that the literary energies of the class were not completely exhausted in the production of the biographical section of the work. Space does not permit the publication of all that were offered, and the Committee has been reluctantly compelled to eliminate several of considerable literary merit.

During the year the teachers-in-training have been favoured with many addresses of more than usual excellence, delivered at the opening exercises day by day in the Assembly Hall. A few interesting extracts from some of the more meritorious addresses have been included in the Year Book. It is unfortunate that space limitations do not permit more extensive quotations.

The sessional historian has presented an interesting review of the happenings of the school year. The presidents of the Literary Society have entertainingly described its activities during the session. The manager of the hockey club has contributed a brief sketch of the team's achievements between the nets.

The Committee desires to express its appreciation of the kindly assistance and advice in the preparation of the Year Book given by the Principal and members of the staff of the Normal School. Likewise it tenders its sincere thanks to all who have written articles or have in other ways contributed to the success of the publication.

OUR SCHOOL YEAR.

A Retrospect by the Class Historian.



UR school year draws to a close. How pleasant it is to review the events of the passing terms! No less poignant than the realization of our hopes, our fears, is the retrospection over the vista of the months that have fled. What pleasant days we spent here together, what enduring friendships were formed, what lofty ideals were inspired by cheerful, kind, and patient masters! "And wisdom's halls glowed then with ambition's fiery light." The memories of the happy months spent within the historic halls of the Ottawa Normal School will ever remain with us, and serve as an inspiration to us amid the perplexing difficulties of the future, when we are far from the immediate influence of the Institution.

Our term resolved itself into one long succession of happy incidents, from the hearty welcome of the Staff at the formal opening, to those moments of final solicitude on the part of each and every member for his final success. Greatly impressed were we with our first survey of Normal with its labyrinthian halls, its art treasures, its splendid equipment. We did not then anticipate that day when we should leave these same halls so endeared to us by such happy associations.

During the first week of school we were temporarily arranged in sections, but immediately started on a regular lecture programme. The following week a definite arrangement was made. The student body was divided into five morning sections and four afternoon sections, each subdivided, as was the arrangement in 1915-1916. Every morning the students assembled in the Hall where, after devotional exercises, a short address was given by a student. Every Monday morning, a model lesson was taught by one of the masters; and on the following days, during the afternoon, each section had its respective teaching day. Every Wednesday morning a short test in some one of the school subjects was given. During the pleasant autumn days, instructive and entertaining excursions were taken in and about the city, under the direction of our science and geography masters.

The chief agency of our social education was, no doubt, the Literary Society. Every Monday afternoon, at 3.45, the Society met in the Hall. The programmes were most successful, though lack of systematic organization during the earlier meetings precluded such a standard of excellence as the later meetings revealed. Here we discovered many whose literary talent was undeniable, as well as a number of musicians and vocalists of promise. The morning addresses, too, showed that among us are many whose eloquence is of a high order, and may bring distinction to them in the future. Will the future produce, as the past has done, master minds among Canadians, who will be able to point to days spent at the Ottawa Normal School as the sparks that ignited latent powers and sent them flaming o'er the years? Who knows but that, from among us, will come the celebrities of the future generation?

The weeks sped by and Thanksgiving came, giving us a short respite from our labours, and an opportunity to visit our homes.

Shortly after Thanksgiving, preparations were made for the annual social gathering. Although the usual "At Home" was not a feature of the 1916-17 year, a most enjoyable Hallowe'en Party was held on the 3rd of November in the Hall. To say that it was a

success suggests something that only mildly describes the event. All who had the pleasure of attending pronounced it one of the most enjoyable of informal social gatherings they had ever attended. Hallowe'en games and competitions were heartily engaged in. The President of the Society, Mr. Swerdfager, occupied the chair during the brief, but none the less delightful programme. At the conclusion of this, light refreshments were served.

Christmas came and went all too quickly, and with the cold weather, a new avenue of pleasure opened with the inauguration of the school rink. It was keenly enjoyed by all who took advantage of it. A word might be said, too, in regard to the hockey team. A very successful season was completed by a final victory over our most dangerous rivals.

On February 1 and 2, the Ottawa Teachers' Association met and held its meetings in the Normal School Hall. Here we were privileged to hear one of America's foremost psychologists, Professor John Dewey of Columbia University, who gave several splendid addresses. Another distinguished speaker was Mr. William Wirt, Superintendent of Schools in Gary, Indiana. The Dominion Educational Association met in conjunction with the Ottawa Teachers' Association. Their presence was appreciated and their influence will long be felt.

While our activities continued here at school many events of more than passing importance have occurred. On November 13th, 1916, the city welcomed the Governor-General, His Grace the Duke of Devonshire.

The strife in war-torn Europe goes on relentlessly but we hope the end is not far off. Several of our boys, who were in positions to offer their services to their country, have gallantly done so.

And now, as we leave our Alma Mater with the happiest of memories, we are determined to be a force, and prepared to be a force, in the construction of the nation. May we, as nearly as we can, live the ideal life as exemplified by the Great Teacher! May we advance with the advancing times! May we take as our motto an old ideal, but interpret it in a new way—DUM VIVIMUS VIVAMUS!

Percy W. T. Yuill.



PARLIAMENT HILL, OTTAWA.

OUR LITERARY SOCIETY.



ONE of the most enjoyable features of the school year was the Literary Society, which met every Monday afternoon. It aimed to develop ability in reciting, singing, debating, and in public speaking.

The officers in charge were: a president, a vice-president, a secretary-treasurer, and a committee of five—one representative from each section. In addition there was the editorial staff, consisting of an editor-in-chief, and an assistant editor from each section. This staff prepared a weekly paper recording the activities of the students, and containing many interesting and helpful discussions on current events, educational questions, and incidents of the war.

The year was divided into three terms: the first, from the opening of the school until December, the second lasting until Easter, and the third until the close of school. For each term there was a new set of officers.

The programmes during the first term were of a general character, each section contributing at least one item. They consisted of instrumental and vocal selections, readings, recitations, essays, and two very interesting debates. The debates dealt with the subjects of Conscription and Woman Suffrage, and showed the existence of considerable debating talent.

The programmes, during the greater part of the second term, were provided by the sections in turn, and the competition resulted in a series of excellent entertainments. Section A set the pace by presenting in a very creditable manner a cantata entitled THE ALLIES. Section B staged the Trial Scene from THE MERCHANT OF VENICE, with splendid dramatic effect. Section C, not to be outdone in histrionic achievement, played the final act of THE MERCHANT OF VENICE, and in addition presented some excellent tableaux with appropriate musical accompaniment. Section D proved their dramatic abilities by presenting an original play entitled CHOOSING A TEACHER, and the pantomime, A BACHELOR'S DREAM. Section E illustrated the powers of women in oratory and their rapid despatch of business, by organizing a mock House of Commons a hundred years hence, WHEN WOMEN RULE.

The weekly meetings of the Literary Society have been a source of intellectual profit as well as recreation, and have met with keen appreciation on the part of all its members.

W. E. B. and J. O. S.

OFFICERS.

FIRST TERM.—Honorary President, Dr. J. F. White; President, J. O. Swerdfager; Vice-President, W. S. Nesbitt; Secretary-Treasurer, J. C. Fetterly; Programme Committee, F. G. McNeely, Misses Casselman, Kirkland, McEwan, and Sherman.

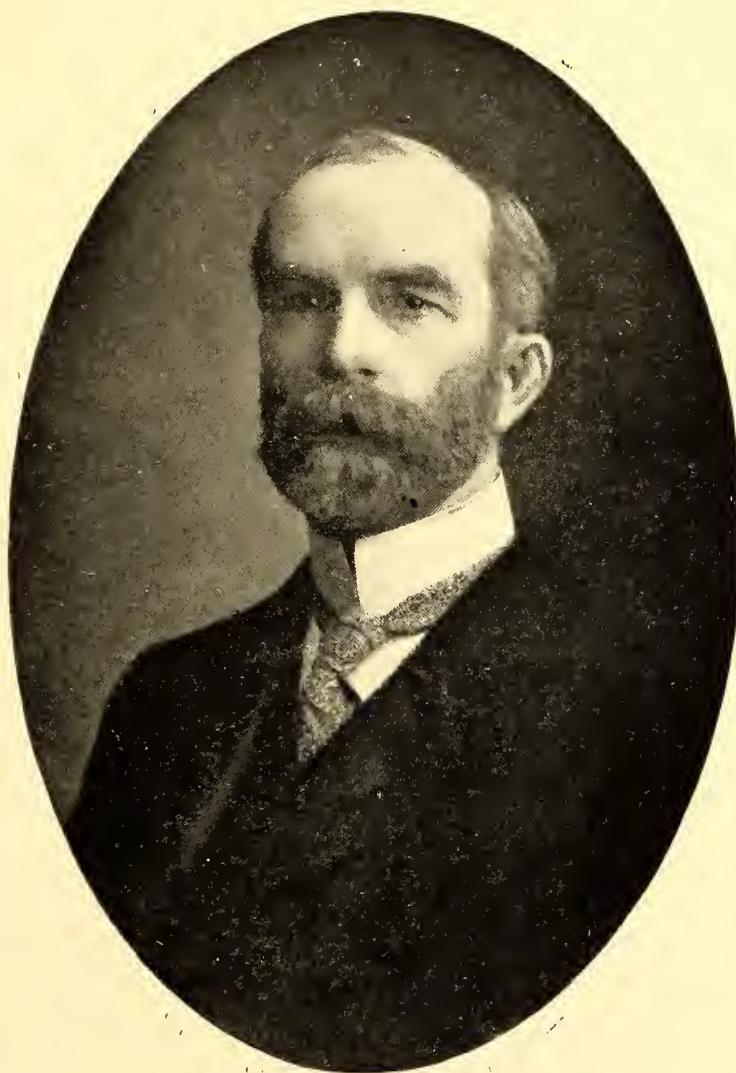
EDITORIAL STAFF.—Editor-in-Chief, J. L. Walshe; Assistant Editors, Miss K. Davis, Messrs. Bradley and Kinkade; Historian, P. W. T. Yuill.

SECOND TERM.—President, W. E. Bradley; Vice-President, G. Wishart; Secretary, Miss M. H. Porteous; Programme Committee, Misses Margaret Ferguson, M. H. Adams, Howitt, B. O'Connor, and Tackaberry.

EDITORIAL STAFF.—Editor-in-Chief, W. S. Nesbitt; Assistant Editors, Misses Grant, Donaldson, Dunn, Pigott, and Thompson.

THIRD TERM.—President, Miss R. E. Thompson; Vice-President, Miss M. J. McVeety; Secretary, Mr. J. C. Fetterly; Programme Committee.—Mr. H. V. Martin, Misses P. Chamney, O. Barkley, A. King, and N. Terry.

EDITORIAL STAFF.—Editor-in-Chief, Miss M. H. Porteous; Assistant Editors, Misses K. Carswell, C. E. Gardner, N. McQuaig, and S. Scobie.



JAMES FRANCIS WHITE, LL.D.

He was born in the town of Trenton, and there he received his early education in the Separate and High Schools. His professional training for teacher was obtained in the Toronto Normal School, from which at the age of eighteen he graduated as medallist. Then he filled the position of principal in the Separate Schools in Brockville and Lindsay. In 1882, he was named as the first Inspector of Separate Schools, having charge over the whole Province. Next, he was given a seat on the Central Committee—a body charged with the conduct of teachers' examinations. He has taken part in the preparation of school textbooks, and has been active in the various educational movements outside the scope of school work proper. On the death of the late Dr. MacCabe, for many years Principal of the Ottawa Normal School, he was appointed, in 1903, to succeed that distinguished educationist.



W. J. KARR, B.A., D.Paed.

A native of Lambton County. He received his early education in the Public, High, and Model Schools at Forest. He is a graduate of the Toronto Normal School, the Ontario Normal College, and Queen's University, receiving from the last-named institution the degrees of B.A. in 1906, B.Paed. in 1907, and D.Paed. in 1916. He taught in a rural school for three years, was Principal of Sarnia Model School for three years, and Assistant in the Ottawa English-French Model School for one year. In 1909 he was appointed English Master in the North Bay Normal School, and in 1911 was transferred to his present position. He is the author of a thesis "The Training of Teachers in Ontario," and joint author of several training-school text-books.



G. A. MILLER, M.A.

A native of Simcoe County. His High School education was obtained in the Barrie and Collingwood Collegiate Institutes. After a few years' teaching in one of the rural schools of the county, he attended the Toronto Normal School. Later he became Principal of the Dresden Public and Continuation School. After several years in this position, he attended Queen's University, from which he obtained in 1912 the degree of M.A. and rank as Specialist in Science. He was Science Master in the Chatham Collegiate Institute for a year and then received the appointment of Principal of the Seaford Collegiate Institute. This position he occupied till his appointment to the staff of the Ottawa Normal School in 1914, in succession to Mr. J. W. Gibson, now Director of Elementary Agriculture in British Columbia.



J. W. FORBES, B.A.

Was born in Perth County and received his early education in the Brocksden Public School, and Stratford Collegiate Institute. After teaching Public School for four years in his native county he attended the University of Toronto from which he graduated in 1895 with honours in mathematics and physics. After graduating from the School of Pedagogy in Toronto in 1896, he taught in Streetsville High School for a short time, and was Principal of Weston High School for two years, leaving that place to take charge of the Mathematical Department of the Brockville Collegiate Institute.

In 1914 he was appointed to the Ottawa Normal School as successor to Dr. Slement.



F. A. JONES, M.A., D.Paed.

Was born in Northumberland County, and received his early education in Brant and Oxford Counties. After teaching for three years in Norfolk County, he attended the Ottawa Normal School, and was gold medallist of his class; two years later he graduated from the Ontario Normal College. For four years he was Principal of the Smith's Falls Public Schools, after which he was appointed to the staff of the Normal-Model School, Ottawa. He received the degree of B.A. from Queen's University in 1905, M.A. from the University of Chicago in 1915, and D.Paed. from Queen's University in 1917. In 1908 he was appointed Head Master of the Normal Model School, which position he held until 1915, when he was added to the staff of the Normal School.



F. C. ANDERSON, B.A., M.B., M.D., C.M.

A native of Ontario; graduated from Napanee Collegiate Institute; taught five years in the Public Schools of Lennox and Addington; graduated from Queen's University as Specialist in Science; taught Science in Athens High School one year; taught Science and Commercial work in Port Hope High School one year; passed Commercial Specialist examination; taught Commercial work in Cobourg Collegiate Institute two years; inspected Public Schools in Lennox and Addington two years; was Principal of Vankleek Hill Collegiate Institute two years; taught Commercial work and Art in Kingston Collegiate Institute and Faculty of Education four years; graduated in Medicine from Queen's; took a year's special post graduate work in Medicine in London, England; appointed Commercial teacher, Ottawa Collegiate Institute and Instructor in Writing, Ottawa Normal School, September, 1914.



T. A. BROWN

Was born on a farm near the town of Bowmanville. He received his early education at the Public School in the village of Tyrone and completed his academic course in the Bowmanville High School. After attending the Model School at Port Hope he spent the next three years in a rural school of his native county.

Graduating from the Normal School at Ottawa he taught continuation classes, first as principal of the Orono Public School, and later as principal of the Exeter Public School.

In 1895, he was appointed Superintendent of Music in the city of Stratford, and in 1898 received his present appointment.

While in Stratford, he studied music under the direction of a teacher of the Toronto Conservatory and also took up the extra-mural course provided by the Tonic Sol-fa College, London, England, receiving from it certificates in music.





ROY F. FLEMING

Is a graduate of Kilsyth Public School, Owen Sound Collegiate Institute, Owen Sound Model School, Toronto Normal School, Faculty of Education of the University of Toronto, and with the University of Chicago holds the three years' extra-mural credit toward the Baccalaureate Degree of Education. He has studied Art at the Kingston Art School, Art Students' League, De Witt Clinton Technical School, New York City, and the New York School of Art, of which latter institution he is an Honour Graduate; he was a pupil of William Chase, A.N.A., and Robert Henri; he also holds Honour Art Specialist standing in Ontario, and besides has visited the leading art galleries of Europe. He is one of the joint authors of the Ontario Art Manual, is author of pigmentary colour charts and other art helps, and is a contributor to periodicals on art subjects. He has had experience in teaching Public School, and has been Art Instructor of the Normal School since 1907.



JAMES S. HARTERRE

Was born in Aberdare, Great Britain. His early education was received in the Rhondda Elementary and Higher Grade schools. He taught the regular school subjects for some years; and then studied at the Cardiff University. Later he took special courses in Manual Arts at Weymouth, Scarborough, and other European centres. In 1898, he became head of the Rhondda Manual Arts Schools. In January, 1901 he began duties in Ottawa, being among the first of the English teachers brought to this country by the Macdonald Manual Arts Fund. He was appointed Manual Arts Master at the Ottawa Normal School in 1903.



MR. CHAS. EMERY

Physical Director and Drill Instructor, has been in charge of this department in the Ottawa Normal School for the past nine years. He has been engaged in physical work since 1895, when he took charge of the Ottawa Y.M.C.A. Physical Department. In 1906, he opened a School of Scientific Physical Training, conducting public and private classes in gymnastics, also practising to a great extent Medico and Orthopaedic Gymnastics.

He has studied the German, American, and Swedish systems of Educational Gymnastics, also the Strathcona System, recently adopted by our Education Department, for which he holds a certificate as Instructor.



MISS C. E. GREEN

A graduate of the Cornwall High School and Model School, Ottawa Normal School, and MacDonald Institute, Guelph. She taught a primary class in Cornwall Model School for several years previous to taking up Household Science. After graduating from MacDonald Institute in 1910, she was for two and a half years instructor in Household Science in the Public Schools and Collegiate Institute at Kingston, and in the Faculty of Education of Queen's University. In 1913 she was appointed to the North Bay Normal School, and in 1915 was transferred to Ottawa.



C. E. MARK, B.A.

Head Master of the Normal Model School, Ottawa, was born in Victoria County. He attended Little Britain Public School, Lindsay Collegiate Institute and Model School. He taught for three years in a rural school. He then attended the University of Toronto, graduating with first-class honours in Philosophy. He received his professional training in the Faculty of Education, Toronto. He was on the Toronto Public School staff for one year, from which he resigned to accept an appointment in the Ottawa Normal Model School in 1910. He was appointed to present position in 1915.



T. E. CLARKE, B.A., B.Paed.

Mr. T. E. Clarke is the Principal of the Elgin Street Public School. He was born in Toronto where he received his early education. In 1897 he attended the Ottawa Normal School, being the gold medallist of his term. Before his appointment to the teaching staff of the Ottawa Public Schools he taught in Grey County and in Manitoba. In 1906 he secured the degree of Bachelor of Arts from Queen's University, and two years later the degree in Pedagogy.

He is an ex-President of the Ottawa Public School Principals' Association.

He is one of the authors of the series "Public School Methods."





3. Mrs. A. Carberry, Almonte, R.R. 5. was born near Lanark. After graduating from High School there, she attended Model School in Perth, and taught for a few years. In September, 1916, she joined the then hopeful throng of Normalites to take a year's training at the Ottawa Normal School. She is one who proves that true friendship will not pass away. M. J. M.

4. Sadie M. Chamney, Carleton Place, R.R. 1. Sadie is a member of the "Three-Forty-Three Quartette." Through the complicated process of Memory she discovers that most of her "past experiences" were acquired in her own home school, Carleton Place High School and Perth Model. Her aim is three-fold—physical, intellectual, and moral; namely nurse, teacher, and missionary.

5. Jennie M. Coulthart, Chesterville, R. R. 3, a very diligent student, received part of her store of knowledge in the Morewood High School. She attended the Cornwall Model School, taught in a rural school for some time, and is now "doing her bit" at the O. N. S. She means to improve the farmers' sons by putting into practice the principles learned at Normal.

6. Amelia A. Cronin, Braeside, was born amid December snows. The picturesque, woody hills of Braeside on the Ottawa River, Renfrew County, gave her an early love of Nature. She obtained her elementary education at her home school and later attended Arnprior High School.

7. Laura M. Doran, Morrisburg, was born in that beautifully situated town on the noble St. Lawrence. Here she attended the Public School and Collegiate Institute, and later went to the Cornwall Model School. After teaching for a short time, she realized the inadequacy of her schoolroom technique, and decided to remedy this defect by means of a session at the Ottawa Normal School.

8. Margaret A. Dowdall, Carleton Place, R. R. 1. After teaching for some time in a rural school, Margaret felt the need of a Normal training and came to Ottawa. So she entered the stately Normal halls where studies became her pride. She has been a shining example in faithfulness, industry, and efficiency, and those coming under her jurisdiction in future years will be fortunate indeed.

9. Julia M. Doyle, Lanark, R.R. 1. Julia was born near Lanark. There she received her High School education. She later attended Perth Model School, and taught as successfully as could be expected without an Ottawa Normal School training. Her ideals are high and her aspirations many, and although she did not aspire to grow high, she is like Lloyd George, "tall when measured from the chin up." R. P. C.

10. Anna J. Durbrow, Renfrew. This petite maiden received her elementary education at Lochwinnoch, hence her love for "Bonnie Scotland." But duty called her from this little Scotch community and she proceeded to Renfrew where she received her secondary education and Model training. September, 1916, found her at the Ottawa Normal School, where she will always be remembered for her ready wit and humour.

11. Elizabeth M. Ferguson, Maxville, R.R. 1. Here is another Glengarry girl from that district known as "Indian Lands," a place made famous by Ralph Connor. Being thoroughly Scotch and a girl of high ideals, she will be remembered for her readiness to help a friend in need.

12. Janet W. Ferguson, Forester's Falls. Here's to Janet Ferguson, the fair-haired girl we love. And it might be said quite truly, she's as gentle as a dove. She was never in a hurry and for this she won her fame; but don't misunderstand me, she got there just the same. And as we are about to part to teach the rising nation we join in wishing her success in her chosen occupation. M. A. D.

13. Margaret A. Ferguson, Williamstown. Margaret is a Glengarri girl, coming from the village of Williamstown, famed as one of the oldest educational and religious centres of Eastern Ontario. She was a graduate of the Williamstown High School and the Cornwall Model School before entering Normal. Her chief characteristics are cheerfulness, industry, loyalty, and an intense love of music.

14. Gertrude Fraser, Northfield, R. R. 2. Cornwall township first claimed her; then, completing the Public School course, she attended Cornwall High and Model Schools. After teaching for a short time she was allured by the wiles and fascinations of the Great West and travelled to the Pacific Coast. She loved to gaze in wonder at the mighty Fraser River, which bears the name of a relative of her own.



15. **Janie Fraser, Maxville, R. R. 2.** Janie was born near the little town of Maxville. Surviving the vicissitudes of Public School and looking for new troubles, she entered the Alexandria High and Cornwall Model Schools. After a year's teaching, allured by the Ottawa Normal School spirit, she entered as a student. Her willing spirit and hearty optimism have always been very manifest
D. O.S.)

16. **Stephen P. Gaffney, Cornwall,** was born near the banks of the Shannon, Ireland. Natural tendencies and an unsettled disposition influenced him to leave this charming spot, so he journeyed to the Land of the Maple. Here he continued to follow his chosen profession until he found that he was violating many, if not all of the principles of education. To remedy this defect he is now taking a course in modern, scientific methods.

17. **M. Janet Grant, Beachburg,** was born in the pretty little village of Beachburg. She is a graduate of the Renfrew Collegiate Institute and Model School. Janet is a maiden whom we always will remember as a congenial class-mate since the First of last September. And ever in the classroom when a problem has seemed hard, her wonderful placidity it never yet has marred.

19. **Dora Liezert, Iroquois, R. R. 2.** It was in the historic village of Iroquois on the banks of the majestic St. Lawrence, that Dora received her secondary education. One glance at her face and in it you read the qualities of industry, determination, and executive ability. As one who was a close companion during her course in the Normal School, the writer can truly say, "To know her was to love her." H. E. M.

20. **Annie MacDonald, Maxville, R. R. 1,** comes from Glengarry. Of course she is Scotch and they say in disposition displays traits of her race. She is small and not very wise but perhaps can reason a bit.

21. **Jessie MacDonald, Maxville, R. R. 1,** is a native of Glengarry, who has taught in the school made so famous by Ralph Connor. Throughout this year at Normal, Jessie has done her best. Like a robin, she got up early, but knowledge was her quest. While the other three were sleeping, she the morning watch was keeping. But, perhaps, when her reward she's reaping, the other three may do some weeping.

22. **Margaret MacLaurin, Cornwall.** Born at Tayside, she received her elementary education at Sandringham and her Normal Entrance at Cornwall. Margaret comes from Cornwall, that famous factory town, and during her stay at Normal, has won a fair renown. For in Science and Arithmetic, if a problem floored the rest, all eyes turned to Margaret, for she always stood the test.
M. F.

23. **Margaret MacNulty, Renfrew, R. R. 1.** Let Margaret weep, stand, sit, or walk, She can nothing but of Normal talk. Let her eat, drink, ask questions, or dispute, Still she must speak of Normal, or be mute. She writes to mother ending with this line, "At Normal School we waste no time." And who will speak of Normal in the future? Margaret, if she succeeds at Easter.
R. L.

24. **Janet Stewart McDevitt, Renfrew,** obtained her elementary and secondary education in the schools of that thriving and progressive town. Graduating from the Collegiate Institute, she attended the Renfrew Model School. She taught for a short time in a rural school in the vicinity, but realized that her professional equipment was inadequate. To remedy this, she wisely directed her steps towards the Ottawa Normal School.

25. **Mrs. E. McDonnell, Schreiber.** Mrs. McDonnell has had considerable experience as a teacher but she did not consider her methods sufficiently scientific and so took a course in the Ottawa Normal School. She desires to educate the sons of the dusky warriors of the West and lead them along the road of knowledge.

26. **Cecile McEachen, Douglas.** Cecile began her career at Douglas, Renfrew County. When she had digested all that Public, High, and Model Schools afforded, she sought further knowledge in the Ottawa Normal School.
"She hath wit and song and sense,
Mirth and sport and eloquence."

27. **Margaret E. McLachlin, Renfrew.** Margaret attended Renfrew Model School and later found herself at the Ottawa Normal. She is fond of Literature and History and her greatest ambition is to travel in distant lands. In years to come, when the name of Margaret is mentioned to those who have met her, the leading thought will be, "Her bright smile haunts me still."



28. Janet McLaren, Forester's Falls. A little student passes through the corridors of this historic institution, with auburn hair, a pleasant manner, and an armful of books. That "intangible something," her mind, is struggling with lesson steps, the problem of seat work, and the uses of the infinitive. She believes that application is the secret of success. M. K.

29. Francis G. McNeely, Cumberland. This student was born in a small Ontario village. His early concepts of education were gained in a very abstract way in the schools of Russell County. He found himself drifting through Public, High, and Model school, and he has come to Ottawa Normal to get a few vivid impressions of formal lesson steps and methods of conducting drills and reviews.

31. Stella O'Connor, Arnprior, received her elementary education at Arnprior S.S. On graduating from the H. S. of her home town, she attended Renfrew Model. With a desire to become more efficient in pedagogy she entered the O. N. S.

32. Donald O'Shea, Apple Hill. "Don" spent her girlhood in historic Glengarry. The possibilities of Public, Alexandria High, and Cornwall Model School were exhausted, and "Don" scanned the horizon for other worlds to conquer. She perceived the Ottawa Normal, and hither hastened. Here, percepts and concepts had to be encountered but her cheerfulness did not forsake her and we assume she will play a noble part in the life work she has chosen.

33. Margaret Quigley, Renfrew, R. R. 1, received her early education amidst rural surroundings and her secondary education at Renfrew Collegiate Institute. Four months' training was taken at Renfrew Model School, and after experimenting in teaching for a few years she found herself at times in a fog about her methods and aims. Hence she came to the O. N. S.

34. Roxie L. Retty, Westmeath. Roxie was born in the village of Westmeath. Through the Public School and Model she passed and then adopted the teaching profession. Later, becoming dissatisfied with the restrictions imposed by a lower certificate, she attended the Renfrew Collegiate. Now she looks forward to holding that coveted possession, a Normal certificate.

35. Mabel Riddell, Morrisburg, was born in Russell County in the village of Casselman, where she obtained her Public School education. She received her secondary education at the Collegiate Institute at Morrisburg, in which town the family now reside. She then attended the Cornwall Model School and has had two years' experience in teaching.

36. Mary E. Ryan, Pakenham, received her elementary and secondary education among the many hills of Pakenham. Her greatest ambition was to become a successful teacher. After engaging in that noblest of professions for a few years, she feared her methods were fossilizing, so she wisely set her face towards O. N. S.

37. Josephine Sayant, Alexandria, R. R. 2, was born in Glen Norman, one of the beauty spots in the heart of bonny Glengarry. Her chosen vocation is teaching; her motto, "Excell-sior; her immediate aim, to secure a Normal certificate; her ultimate purpose, to be the presiding genius over an ideal school.

38. Lizzie Schouler, Almonte, was first instructed in the arts of learning in the Public and High Schools at Arnprior. In 1913 she attended Renfrew Model School. She is quiet and serious, thinking twice before she speaks. Her aim is to be a teacher, ever growing, not in size, since she is already quite tall, but in efficiency.

39. J. Adele Shaver, Cornwall.
She came to these gray walls of stone,
To train her mind in things unknown.
Each morn she trod the noisy street,
Again her studious friends to meet.
Her childhood days in Cornwall spent,
And e'en to Model there she went.
So may we say, she soon became
A teacher of enduring fame.

I. B. B.

42. J. Orr Swerdfager, Morewood. The Public and High Schools of Morewood are responsible for his early education. In the fall of 1914 he entered Cornwall Model School. After completing his course, although but a youth, he at once attempted to impart some of his knowledge to the helpless victims of a country school. Being convinced that the blind cannot lead the blind, he came to the Ottawa Normal School for further enlightenment.



43. Lenore Sylvestre, Sandwich.
More timid and shy than the rest
Is this French girl who comes from the West.
Should you forget the place she loves best
Ask the science master of the O. N. S.
To be a successful teacher is her quest:
At the final examinations to reap success;
To thank the masters for all their kindness,
Then, with joy, return to Essex.

44. Jessie I. Vallance, Wales, R. R. 2. spent her earliest days of childhood on a farm near Osnabruck Centre in Stormont County. She received her elementary education in the country school near her home and later attended the Morrisburg Collegiate Institute, where she obtained a certificate for entrance to Normal.

45. J. L. Walshe, Cornwall, was born near the far-famed Lakes of Killarney in Ireland. He received his early education in one of the National Schools, and his secondary education was obtained in Presentation College, Cork. In 1913 he came to Canada. He admires the Canadians very much, but like all Irish exiles he is imbued with an ardent love for the little Green Isle.

47. Agnes Wood, Marvelville. When Public and High School days were left behind she entered Cornwall Model School and applied herself to teaching. But after a year and a half she journeyed to Ottawa Normal. She intends to blaze the trail for the younger generation.

48. Percy W. T. Yuill, Arnprior. Educated at Arnprior Public and High Schools and Renfrew Model School. He came to Normal with innumerable experiences of this world and its chequered ways. Willing to help anybody, at any time, in any way, he will not soon be forgotten by those who knew him. He always "played the game." He captained the Normal hockey sextette to victory.

49. Myrtle H. Adams, Cumberland.
She'll love to teach the children in her little
country school
Noble precepts that she learned in Normal days,
When the masters strove so hard to implant
within her mind
Herbart's Formal Steps and Pestalozzi's ways.
R. P. C.

50. Ratha Adams, Kemptville, began to see the disadvantages of town life, in Hallville, at the age of three, and moved to a farm. Her school career began on the first Friday of May, 1904, and further examples led to this conclusion, "Every day should be Arbor Day." After making her way through Kemptville High School she came to Normal and found that "Every day is Labor Day."

51. Annie W. Affleck, Lanark, R. R. 2. Annie spent her childhood days on "Rosebank Farm," near Middleville. She is an ardent lover of books, nature, and children, and wishes that: Her life may be a shining light
Within the world to glow,
A little flame that burneth bright
Wherever she may go. E. G. B.

52. Viola M. Allen, Mountain, R. R. 2. Her sunny nature may be a reflection of the country where she spent her childhood, a spot gifted by Nature with velvety hills, flowers, and sweet blossoming fruit trees. It is called "Allwington Farm." She attended Kemptville High School and completed her course there in 1915. This maiden cherishes high and noble ideals which we feel sure will be attained. G. A. C.

53. Clara M. Argue, Stittsville. It was there among the beautiful haunts of Nature that Clara spent her girlhood days. Her lofty ambition led her "To dip into the future far as human eye could see, and see the vision of the Normal, and all the wonders that would be." With children as her interest, and "Excelsior" as her motto, she hopes to attain some worthy ideal. E. O'C.

54. Eliza Aris, Prescott. Although Eliza first saw the light of day in Canada's beautiful capital, she did not enjoy city life very long, as she early moved to the old fort town of Prescott. Here she received her early education. Her entrance to Ottawa Normal School was one step towards the attainment of her ambition, which is to become an efficient teacher.

55. F. Olive Barkley, Iroquois. At Morrisburg Olive began her mischievous career. Later she entered Morrisburg Public School. After attending High School at Iroquois, the historic wigwam village, "Bark," with eyes still on the alert for mischief, now frequents the halls of the dear old Normal. J. M. C.



56. Gladys M. Bell, Winchester. Her early education was received at this place. Now inside the old gray walls of Ottawa Normal she learns new things every day. She is intensely interested in Agriculture, but her immediate centre of interest is the June examination. That danger past, she hopes to develop her agricultural instincts while moulding the life and character of many a future Ontario citizen.

57. Ina B. Bigford, Merrickville.

Miss Bigford in a sunny town was born,
Around her, sunny lands,
Blessed with a love of books, and open scorn
Of idle hands.
With eager and untiring steps she's sought
To find herself a name.
Aimed are her darting arrows of thought
Towards walks of fame. J. A. S.

58. Alice M. Blair, Metcalfe, R. R. 3. The larger and more important part of this student's life was spent in a country home. Of course there were some rather thrilling school days, especially those in Metcalfe Continuation School. In an attempt to classify her we may say, that she is an April girl, proud of her Irish descent.

59. Ethel N. Bogart, Chesterville. Miss Bogart took her chance when she threw discretion to the winds, and, after graduating from Chesterville Public and High Schools, defied fate by wending her way to Ottawa Normal School. Here she cheerfully accepts her lot and turns a smiling face to everyone, thus contradicting all the characteristics which she assumed so well in the rôle of Shylock. E. M. C.

60. Florence M. Bouck, Mountain. Florence shows signs of lofty aspirations, an independence of spirit and a demeanour all too serious, yet—
Beneath that thin veneer which caught your eye,
Lies aptitude for much that isn't dry.

62. W. Ernest Bradley, Lansdown, R. R. 3, first put in an appearance on a sunny slope beside the St. Lawrence. He attended Eden Grove Public School, spent four happy years at Gananoque High School, and finally drifted to Ottawa Normal. Though rejected for military service, elected president of the Literary Society, and isolated in a hospital for two weeks, he is still alive, and hopes to be certificated in June.

63. Helen K. Brannen, Hawkesbury, R. R. 2. She has the honour of being a graduate of Vankleek Hill Collegiate Institute. In future years
Of all the beautiful pictures
Which may hang on memory's wall,
The one of her term at Normal
Will be fairest of them all.

64. E. Gladys Brown, Mallorytown, R. R. 4. "Curly's" classmates speak of her as the girl with sunny hair and sunny smile. Her life has been spent in the Niagara Peninsula, British Columbia, and Eastern Ontario. Just think of the imaginary journeys she may take with her pupils! Her artistic temperament will make the pictures very vivid to the "young hopefuls." R. E. A.

65. Viola Bulger, Eganville, appeared on the screen of life in Bulgerville. Here she received her primary education, after which she spent a year at St. Michael's Academy, Douglas, and later, graduated from Pembroke Convent. "Vim" is not one who devotes all her time to study, but believes in spending a proportionate time at the piano, or in the library.

66. Hazel Cameron, Finch. A Scotch lassie of the Cameron clan. She has plenty of Scotch persistence, which enabled her under adverse conditions to graduate from Finch Continuation School. With all the alluring prospects of the teaching profession before her eyes, she took leave temporarily of her schoolmates and friends in the village of Finch and came to Ottawa.

67. Eva M. Campbell, Arnprior. At Arnprior Eva was just ordinarily busy. Then in anticipation of a hard year at Normal she spent two years having a good time at boarding-school, Bryn Athyn, Pa. She was not misinformed about the Normal School! It has the most effective way of keeping one always on the move. E. N. B.

68. Gladys A. Cannon, Almonte, R. R. 2.
Act I.—An equal division between artificial school perplexities and the bliss of childhood's babbling joys.
Act II.—A secondary education.
Act III.—A Cannon dropped, without warning, right into the Ottawa Normal School, but with good intentions.



69. Kathrine E. Carswell, Glasgow Station. "Kay" waded her way through the complexities of French and Latin grammars, and receiving due reward, "grasped the skirts of happy chance," and so she's here.

In ways of wisdom and of truth
To teach, to train the nation's youth.

R. P. C.

70. Mary C. Carter, Renfrew. Mary is a true Scotch lassie who, notwithstanding failure, struggles on—

And she's an honest student here,
Who hangs her head an' a' that;
Her future lot she needna fear,
She'll get a school for a' that. K. E. C.

71. Marion Casselman, Chesterville. To parody the divine Omar—and no one regrets the necessity more than I—
Into this Normal, and why not knowing,
Nor whence, like water, willy-nilly flowing;
And out of it, as wind along the waste
I know not whither, willy-nilly blowing.

73. Pearl Chamney, Carleton Place, R. R. 1. Here, in the Normal, where work we revere,
Here, where the task was hard and severe,
Here, toward the goal she struggled and
yearned,
And ever to this motto her eager thoughts
turned—"Excelsior."

74. Doris K. Clark, Mountain. Behind that quiet look, beneath that gentle
smile,
Which does not seem to vary with the season,
Is the making of a cook for a home that is
worth while,
Oh, sure! Domestic Science is the reason.
J. S. M.

75. Helen Maude Coon, Tweed. This maid is a minister's daughter,
(Of Methodistic fame),
Whose people were brave U. E. Loyalists—
She proudly bears their name.
A wandering life has been her lot,
And, thus in various schools,
From rural to well-equipped urban,
She obeyed the teachers' rules.

76. Birdie M. Crooks, Vankleek Hill.

With eyelids heavy and red,
Intent on the labour of cram,
This Normalite sits with dishevelled hair,
Preparing for her exam. Read, Read, Read.
Surrounded by papers and books,
She thinks from this work she'll have to be freed
Or soon it will finish Miss Crooks.

77. Kathleen Davis, Jockvale. After a few short years spent in Jockvale Public School she entered the Continuation Class. Obtaining her Lower School Examination in two years, she entered Fourth Form, Ottawa Collegiate Institute, from which she passed successfully.

78. Alice B. Dewan, Osgoode Station. Alice's memory ever clings to the days of her early education. She hopes to make school-life as pleasant for her pupils as her teachers did for her. She likes history (undried) and thinks that mathematical truths are not the only truths. M. S. O.

79. Edith Dewar, Kenmore. She came, she saw, she joined the O. N. S., which famous institution would have indeed been incomplete without the excitement of her enlivening presence. Edith has ever been a loyal upholder of the motto,—"Let not your studies interfere with pleasure, but be ye broadly educated." "Content adorns her with a lively grace, An open look, and smiling face." D. O.S.

80. Vesta A. M. Donaldson, 167 Sunnyside Ave., Ottawa. In the merry month of May, fragrant with the bursting buds and vibrant with the songs of birds in University Ave., Toronto. Vesta first beheld the light of day. She hopes to live up to her name, "Goddess of the Hearth," by taking a course in Domestic Science, and to spend many years teaching young ideas how to shoot.

81. Alice M. Dowler, 20 Ralph St., Ottawa. A bit of sunshine flitted to the Normal School one day,
In the past and gone September that is now so far away,
All the year she lingered with us, made the place a glowing palace,
Full of light, and warmth, and laughter, "Little Sunshine" we call Alice. M.P.



82. Julia M. Duggan, Ashdod. Julia commenced her educational career in the Mt. St. Patrick school, later attending the Pembroke Convent for five years. Graduating from there she attended the Renfrew Collegiate Institute for two years. Her cheerfulness and wit made her an agreeable companion, who brought sunshine wherever she went. B. O'C.

83. Elizabeth E. Dunn, 255 Somerset St. E., Ottawa.

There came three goddesses from days of old
Bearing three gifts, each worth its weight in gold.

To our Elizabeth, the queen of them
Gave stately bearing, Pallas gave the gem
Of wisdom, and, with bounty rare,
Sweet Aphrodite made this maiden fair M.H.P.

86. Stella Meryl Farmer, Cumberland, R.R.1, was born in the busy mining city of Montana, U.S.A. Her early High School days began in Rockland, then she journeyed to Ottawa Collegiate. Her interests are singing and music. And allow me to mention, she prefers a gallop over the hills to teaching.

87. J. Clinton Fetterly, Morrisburg, P.O. Box 1. "Fett" comes from the picturesque town of Morrisburg. Here in the public schools he secured his elementary education. Graduating to the M. C. I., he obtained his Lower School, Entrance to Normal, and Junior Matriculation certificates. In September, 1916, he found himself studying Psychology within the walls of the O. N. S. During the hockey season he played centre on the O. N. S. sextette.

88. Mabel M. Fraser, Merrivale... This fair maiden's life has been spent, so far, largely in the country. She attended the Vankleek Hill Collegiate Institute for three years, and passed the Lower School examinations with honours. Her ambition led her to the Ottawa Normal School, and she is eagerly looking forward to the time when she will be in charge of a school.

89. Gladys Gardiner, Kemptville.

Her name is Gladys Gardiner,
No misfortunes ever harden her,
Her laugh is so hearty, her wit is so wary,
She is as blithesome as any fairy.
From Kemptville she came to join us here,
And spend at the Normal her happiest year.

90. C. Edna Gardner, Almonte. Her early instincts were developed at Bennie's Corners, and later at Almonte High School. In September she wended her way to the O. N. S. to improve her technique as a teacher. Here her warm heart won for her many friends, and we doubt not that her kingdom will be ably ruled with the rod of love. E. E. D.

91. Bessie H. Garvoch, Cumberland. She brought from little Cumberland

Her air of queenly grace,
Her bright blue eyes, and golden hair,
And pleasant smiling face.
At Rockland and at Carleton Place
She attended the High School,
She takes her place amongst us now,
Acquiring skill, a class to rule . C. E. G.

92. Flora M. Goddard, Westmeath. Being of an active and lively nature she had little interest in toys but was a plague to her older brothers. Like "Anne of Green Gables" she has a bright head and a merry laugh. Elementary school days passed, Pembroke High School claimed her. Graduating she entered O. N. S. and here she has learned modern methods of teaching. Aim: always a student.

93. Maimie E. Gollan, Morewood, is a lass of good Scotch parentage. She was born in Manitoba and has already visited Scotland. She received her Public School education in Glengarry and graduated from the Morewood High School. Music hath charms for her, and she expects to teach her pupils to sing without the aid of a gramophone.

94. Mabel Groves, Fitzroy Harbour, received her Public School education there. She attended Continuation Class in that village and later attended Arnprior High School. Mabel possesses a quiet, thoughtful disposition and is a lover of books and nature, which should assist her in her teaching career.

95. Hazel Haig, Gananoque, R. R. 2.

This Saxon maid, with eyes of blue
And name of the great General too,
First oped her eyes one December morn,
To be ever happy and never forlorn.
At G. H. S. she was, by common consent,
The plague of those who to teach her were sent.
At O. N. S. she was prim and sedate,
And observed the maxim, "Never be late."



96. Lyla E. Hall, Kenmore. Lyla hails from Kenmore where she first learned to disfigure a copy book. She has proven her ability to do things thoroughly. To these attributes she adds that charm of personality which assures her a host of friends, and all agree that she is "A rare compound of frolic and fun, Who can relish a joke and delight in a pun."

97. Iva M. Hamilton, Chesterville, Ont. studied in the up-to-date schools of that place, her best subjects in the higher work being chemistry and history. Finishing her High School studies, she refused a college course, deciding on Normal and a trial of teaching before University, as it had always been her ambition to be a teacher.

L. E. M. R.

98. M. Wilda Hogaboam, Inkerman, R.R. 1. In the dear old village of Winchester, Her High School days were spent, With a little variation, When to Kemptville High School she went. The Normal School then beckoned, But still her comrades tell That tales of kings do bore her, And lists of words to spell.

99. Loretta M. Hogan, Clayton. Loretta met life's early experiences in the quaint little village of Clayton, in Lanark County. After completing her elementary education, fate guided her footsteps to St. Joseph's Academy, Lindsay. In September last she came to Ottawa Normal School. She possesses a cheerful disposition, and derives much pleasure from music and out-door sports.

C. H. B.

100. E. Maude Hollingsworth, Athens, R.R. 4. first opened her eyes in June. She began her education at Hard Island Public School. From here she went to High School in that classic village of Athens. After taking a year to consider the matter she decided to come to Ottawa Normal and is not sorry she did so.

101. Leah I. Hough, North Augusta, was born in the little village of North Augusta. Here she received her elementary and High School education. Being fond of school life came to the Ottawa Normal School where she hopes to become fit to spend more of her years in the schoolroom, striving always to reach the ideal which she has set before herself.

102. Edna Howitt, Prescott, received her first impressions of life within the parsonage at Sutton, Quebec. Her earliest steps in education were taken at Stanstead College, and later continued at Morrisburg and Pakenham Public Schools. In 1915 "Ted" matriculated at Prescott High School. Outside of school her chief interest is in the study, and tennis.

103. Bessie Hurley, Cornwall. Her daily thoughts are, "How can I best present this subject?" How can I make this dry lesson more interesting?" How can I improve this day's work to-morrow?" These and many more are the questions that mingle in her mind for she says, "'Tis better to wear out than to rust out" in the teaching profession.

S. M. M.

104. Laura Kenyon, Perth. She began her career on the shores of Otty Lake, near Perth. Her early years were spent picking up crumbs of knowledge in Public and High Schools in the vicinity. Hoping to add to her store of learning, she came to Ottawa Normal School. Her ambitions are, to own a Ford, and to be of some use in the world.

M. E. K.

105. Marie G. Keyes, Westmeath. Becoming ambitious, she packed her trunk and departed for lands unknown, arriving at the O. C. I., and afterwards the O. N. S. Needless to say she has changed many of her views since migrating to the city, but still retains a keen love for outdoor sports, and hopes to fulfil her ambitions in the near future.

106. Annie B. King, Tatlock, comes to us from the picturesque beauty of North Lanark. Her first recollections are of a wee hoose on a brae by a bonnie burn. She has modern ideas on all modern questions, and talks enthusiastically of women's rights. Her favourite author is Mark Twain, and her hobby is house-keeping on a scientific basis.

M. I. R.

107. Margaret E. King, Tatlock. This Scotch lass was born among the rugged hills of Darling. To-day she is struggling with stitches and models, and is grateful she is not an inhabitant of Neptune. Still "selecting and relating," she hopes to direct her pupils in the same process, to realize that

"Life is real, life is earnest."



108. William Wallace Kinkade, Kenmore. first saw the light of day on the sunny banks of the Castore river, near Kenmore. Through Public and High School, "he slept and dreamed that life was beauty," but when he came to Normal he "awoke and found that life was duty." He took special pride in helping to defend the O. N. S. hockey nets on several occasions.

109. Margaret E. Kirkland, Smith's Falls, was born in the busy town of Smith's Falls where she received her Public and High School education. To her classmates she is known as the possessor of a keen sense of humor, a uniformly pleasant disposition, and a remarkably good contralto voice. With these, she hopes to secure success in her future work. T. A. B.

110. Eliza M. Livingstone, Douglas, was born near this village, and there she received her elementary education, later attending the Collegiate Institute at Renfrew. Her desire to become a teacher resulted in her attending the O. N. S. Mathematics and music particularly interest her and she is desirous of further knowledge of these subjects.

111. Myrtle E. Loney, Kenmore. Myrtle spent most of her life in the country. She attended the Kenmore High School, where she spent some of her most pleasant hours. Her ambition has always been to become a teacher, and so it is not surprising that this year finds her a student at the Ottawa Normal School, small in size but great in enthusiasm.

112. Alma Gertrude Lumsden, Franktown, R.R. 1. Montague Township is fortunate in being able to claim Alma as a native. She learned the "weary A B C's" and completed her elementary education in one of its little schools. Since 1912 the Smith's Falls Collegiate has been responsible for her training. Graduating in 1916, she came directly to Normal. Here she endeavours to master the principles of pedagogy, and hopes to become an efficient teacher.

113. Lizzie D. MacGregor, Ormond, brings greetings from Dundas. She received her elementary education at Ormond and later attended Kemptville High School. She lives in the country amidst the beauty of nature. She is very fond of children, so she came to Ottawa Normal School in order that she might become a successful teacher of them.

114. Annie J. MacLean, Ormond. She received her elementary education in Ormond Public School and later, attended Winchester High School. She is a native of Dundas County, the home of many of our Scotch Normal students. She intends to go back to this good old County, where modern school teachers are appreciated.

E. D.

115. Helena Mahoney, Cornwall. Old Father Time finds her at Normal this year. By using modern methods and principles of education she hopes to show her appreciation of her Normal course. As a teacher she will endeavour to make each member of the community active in school affairs and thus make rural life attractive and entertaining.

116. Ella I. Marcellus, Russell. Among her chums she is popular—indeed has something engaging in her manner. This has been a valuable asset to her as a teacher. We need only consider her splendid criticisms to realize her ability. She is one who will accomplish a good deal with very little worry.

M. J. M.

117. Howard V. Martin, Hallville. Graduated from Kemptville High School in 1916 with Middle School Normal Entrance and Pass Junior Matriculation certificates. Was rejected for military service. Unable to be offensive, he took the defensive against the enemy in a few thrilling hockey matches.

118. Glori-Anna Martineau, Alfred. Born amidst nature's beauties, she early found her way to her home bilingual school. Her village school led her afterwards to Youville Academy, Ottawa, from which she graduated to Normal. She will have climbed a good way up the Alps when she sees herself helping successfully her little French brothers in their endeavour to learn good French and good English.

120. Edith L. Mazinke, Arnprior, was born in that picturesquely located town and obtained her early education there. By all her fellow-students she will be remembered as a witty and interesting companion. Her teaching ability we all recognize. Hers will be a school where the pupils not only love their teacher but admire and respect her.

M. J. M.



121. Ethel McDowell, Kemptville, R. R. 3. Born in the stormy month of March, this child of nature grew up amid rural surroundings. She received her primary education at the red school house at the cross roads, and her secondary education at Kemptville High School. After remaining at home one year, she came to Ottawa to attend the Normal School and, incidentally, to get the first taste of city life.

122. J. J. Ernest McDowell, Edwards, R. R. 2. He received his elementary training at the Metcalfe Continuation School, where he got his Lower School, Normal Entrance and Junior Matriculation Certificates (the first with honours). After spending two years of quiet farm life eagerly awaiting his eighteenth birthday, he entered the Ottawa Normal School, hoping to emerge an enthusiastic and capable teacher.

123. Lillian McEachen, Douglas. She was born at Douglas and received her elementary education at St. Michael's School, and High School education at St. Michael's Academy there. Her aim was to become a teacher. Will she or will she not be successful? Time alone will tell. Let her keep in mind, "Labor omnia superat."

124. Mabel G. McEwan, Northfield Station, R. R. 1. Mabel is a native of Northfield Station. She attended Model in Cornwall but thought that this was not sufficient to produce the successful teacher the O. N. S. would make her. As a companion she is just a good chum, bright and cheerful. Her most marked characteristics are her out-spokenness, her love for music, and her liking for scientific experiments. M. J. M.

125. Sara M. McGuire, Smith's Falls, R.R.3, was born near the town of Smith's Falls where she received her elementary education. She graduated to the Smith's Falls Collegiate Institute where she obtained her Entrance to the Normal School. Her favourite subjects of study are Mathematics and Art in which her interest is high. She looks forward with high hope to her success in the profession.

126. Nellie M. McQuaig, Winchester Springs, This maid received her early education at Winchester Springs Public School. Later she went to Kemptville High School, graduating from there in 1916. At the Normal School she has made many friends, who will always remember her as a helpful companion. Her aim is to become an efficient teacher.

127. Marion J. McVeety, Perth. Marion is an Irish girl who, strangely enough, was born in the old Scotch town of Perth, where she received her elementary education. She has distinguished herself as a pupil and has won golden laurels as a teacher. Her personality is most striking and she possesses a brilliant Irish wit. She is ready to lend an attentive ear to your joys and sorrows, and always prepared to help you.

E. V. M.

128. Gladys Merkley, Finch. Who am I? Permit me to present myself—Gladys Merkley, a native of the busy village of Finch, not far from nowhere, but a fine place to live for a that. I was born some time ago and have lived ever since—sometimes playing, more often working, and am now struggling to qualify to teach the rising generation.

129. Ella Merkley, Morrisburg. Like many other prospective teachers, she was born on a farm. She received her early education at Haddo. At the age of ten she passed the High School Entrance examination. After remaining at home for some time she began her Collegiate work at Morrisburg, where she succeeded in procuring her Normal Entrance certificate. In her quest for more worlds to conquer she espied the Ottawa Normal School, and made an assault upon it.

130. Jennie McLean Metcalfe, Pakenham. Her early days were spent in the Scotch town of Almonte. Her High School work was taken up in the village of Pakenham, from which she obtained her Normal Entrance certificate with honours. If earnestness of purpose and faithfulness in performing the ordinary duties of life are conditions of success, she cannot be a failure.

T. B.

131. Bessie I. Mills, Kemptville. Bessie is a student of section D. She's short, but sweet both as a teacher and a companion. She came from Kemptville where she received her earlier education. Her motto is "Smile and the world smiles with you." She has worked hard at Normal and deserves success.

M. J. M.

132. Hazelle E. Moffatt, North Augusta. The Fates predicted that her vocation in life should be the moulding of the plastic mind of youth. She is an ardent lover of music and outdoor sports and is a general favourite among her schoolmates. True to her nature, her parting words will be, "Vive, vale."

A. D.



133. Edythe V. Montgomery, Frankville. This girl attended Mitchell's Public School, and later Athens High School. In September, 1916, she joined the throng of Normalites. She has ideas of her own and will hold to these until thoroughly convinced that they are wrong. As a teacher she shows individuality, and receives criticisms of her practice lessons that are the envy of her classmates.

M. J. M.

134. Vera Moorhead, Carp, R. R. 1. Among the many characters we met in Ottawa Normal School are those who have the courage of their convictions. Vera Moorhead is such an individual. She attended a Public School near Carp. Later she received her Normal Entrance certificate at the High School there, where she learned to express herself freely, regardless of popular opinion.

E. V. M.

135. Ruby L. Morrow, Metcalfe. A graduate of Metcalfe Public and Continuation Schools, came to Ottawa Normal School to continue her education. Fortunate indeed will be the pupils who come under her influence.

To be a teacher is her delight,
That's why she is a Normalite.

136. Helena M. Murphy, Elgin, R. R. 2. Was born near the village of Elgin, received her first training at the Public School there, and later entered Athens High School. She is strong in her ideas of right, and makes her presence felt by example rather than by words.

137. Weir S. Nesbitt, Cornwall, R.R. 3. Was born in the pretty little village of Avonmore. Here he obtained his elementary education and his Lower School certificate. In 1916, he received his Matriculation and Normal Entrance certificates and came to Normal School. His favourite sports are baseball and hockey. He played left-wing on the Normal School hockey sextette.

138. Amy C. Newton, Vankleek Hill, R.R. 3. Amy commenced life on Oakleigh Farm near Vankleek Hill. Her education was secured at West Hawkesbury, the Vankleek Hill Public School, and Collegiate Institute. She obtained her share of fresh air in her daily three mile walk to school. Still she hopes to find a school near home when she becomes a teacher.

139. Veronica M. Noonan, Balderson. was born at the village of Balderson. She attended the Perth Collegiate Institute where languages were her favourite study. In school activities she has a fondness for music and plays, and her sports are skating and lawn-tennis. She is of a cheerful, energetic disposition, and should succeed well as a teacher.

V. M.

140. Elizabeth O'Connor, Richmond. From the historic little village of Richmond, by the banks of the Goodwood, came this winsome Irish colleen. There she spent her innocent days of childhood with bright hopes for the future. Her visions are being realized, and now at this famous seat of learning, she gains knowledge for the worthy profession she has chosen.

141. Blanche G. O'Connor, Renfrew. There came to this school a fair daughter of Erin; her skill and her methods were then incomplete. For more wisdom she sighed when at midnight preparing with her scant bit of knowledge a lesson plan neat. Her assignment absorbed all her mind's sad attention, and devices to teach taxed her powers of invention, and on numerous occasions her comrades might mention, she exclaimed in disgust, "This lesson's a bore."

142. Mary J. Phelan, Lanark, spent her childhood days on a picturesque farm on the Mississippi River in Lanark County. After passing through the various stages of education and teaching for a short time, she came to Normal. Here she won many friends by her kind and unselfish disposition. Her present motto is, "Work for June is coming."

143. Bessie C. Pigott, Fitzroy Harbour. Amid the picturesque scenery and roar of Chats Falls, this young teacher grew up and received her early education. Her bright and cheerful disposition, which has endeared her to her fellow students, will prove a great asset in guiding along the flowery path of knowledge the pupils who will be fortunate enough to be assigned to her.

B. O.C.

144. Emmaline Grace Playfair, Carleton Place. Grace received her education in Carleton Place, securing, in 1915, her Normal Entrance. She then tried teaching school for a year, during which time she learned that her knowledge of pedagogy was sadly deficient. Hence we find this lover of books and children at O. N. S.



145. Laura Pleith, Arnprior. Born in the busy town of Arnprior, she received her elementary education in the Public School and her secondary education in the High School of the same town. After passing the Lower School examination, her chief aim was to work diligently in order to attain the necessary certificates which would qualify her as a teacher.

146. Margaret H. Porteous, Ottawa.

A country school, a country school,
Oh, that's the kingdom I would rule;
With loyal subjects that I love
I'll envy not the gods above!
For I have learned, that while I live,
My aim in life is this: To give
A vast amount of education
For very little compensation.

147. Bessie Potter, Manotick, obtained her earliest sensations near the little village of Manotick, far from the city's noisy strife. To these were added more complex experiences in the Kemptville High School previous to coming to Normal School. Her favourite sport is skating. She has laboured industriously at her school work, except on some frosty nights when the ice was good.

148. Gladys Potter, Kars. She was born on a farm near the village of North Gower and spent one jolly year in the Continuation School there. Then she moved to Kars, a pretty little village situated on the Rideau. She attended the Continuation School here until June 1916. Her sister, who teaches school and enjoys her work, persuaded her to come to the Ottawa Normal School.

149. Marjorie M. Quin, Snelgrove. A western Ontario girl. She is quiet to those who do not know her, but a wit to those who do. Marjorie studied very hard except on some beautiful frosty nights when she let things slide generally—coasting or skating. She will return to her home saturated with teaching principles which she hopes to carry into execution.

150. Beatrice M. Read, Dunrobin, formed her first concepts in the township of March. Here she received her elementary education and after remaining at home for two years, she attended Carp High School from which she graduated in 1916. Wishing to become proficient in the art of teaching, she proceeded to the O.N.S.

151. E. Violet E. Redmond, Manotick Station. In a pretty but secluded spot near Manotick, Violet spent her childhood days. Later her parents moved to a farm twelve miles from Ottawa, where she happily spends her holidays. She attended Bowesville Continuation School for three years, where she obtained her Lower School Certificate. Then she proceeded to Kemptville High School for two years, getting Normal Entrance and Part I of Faculty Entrance.

152. Ethel Riddell, Morrisburg. Ethel is a descendant of a United Empire Loyalist who settled on the banks of the St. Lawrence River. She graduated from the Morrisburg Collegiate Institute in the year 1915, and, after remaining at home for one year to study French and music, she finally decided to attend the O. N. S.

153. Mamie Forbes Robertson, Arnprior. Little "Mum," after having successfully completed her High School course at Arnprior, tested her desire for teaching by "keeping" school for a year at Flower. Wishing to add to her natural ability by a study of psychology, she wended her way hither, and has endeared herself to the heart of each Normalite. R. E. T.

154. Margaret I. Robertson, White Lake. From the corner farm by the lake comes Margaret. She loves winter sports, but her summer is one long dream of delight, spent amid the beautiful islands of the Lake in very agreeable company. If you suddenly awaken her from one of her many day dreams, she will mutter absently, "Oh, say! is that memory or apperception?" A. B. K.

155. A. Jean Roys, Mille Roches. Her home has always been a farm overlooking the beautiful St. Lawrence River. She first formed the desire to become a teacher while attending the Mille Roches Public School. When she obtained her Matriculation and Entrance to Normal certificates at the Cornwall High School she decided to go to Normal School at Ottawa.

156. Susie E. Scobie, Osgoode, received her education in Kars Continuation School and Kemptville High School. Well may it be said: "She doeth little kindnesses,
Which most leave undone or despise,
For naught that sets our mind at ease
And gives us happiness and peace,
Is low esteemed in her eyes." M. F. S.



157. Marguerite F. Seguin, Windsor. came all the way from St. Mary's Academy, Windsor, to learn the laws of pedagogy. She is one of the few Normalites who can claim the privilege of being *de la race française*. Of bright disposition, she has gained many warm friends at O. N. S. When she returns to fair Essex she will carry with her the good wishes of all the Normalites.

S. E. S.

158. Jennie Shannette, Williamsburg. This dignified little maiden graduated from Morrisburg Collegiate Institute in 1916. While diligently pursuing her studies here, she cherished hopes of some time guiding a noisy class along the straight and narrow path of knowledge. Hence, we find her actively engaged in the various occupations of a teacher-in-training.

159. Annie E. Sherlock, Carleton Place. Annie received her education in the Public and High Schools in Carleton Place. In 1915 she secured her Normal Entrance, and in 1916 passed with Honours her Senior Matriculation in History and English. After hearing the illustrious Mrs. Pankhurst her interests were aroused in "Woman Suffrage," a subject on which she now holds and expresses some very strong views.

160. E. Gretta Sherman, Hawkesbury. A winsome wee maiden with musical ability came from Hawkesbury and found her place in Section E. She also found a place in the heart of every Normalite. Her ready sympathy, sweet nature, and good fellowship made her a general favourite.

161. Mary H. Sloan, Cornwall. Born in the dear old town on the banks of the beautiful St. Lawrence, Mary received her education in the Convent and High Schools here. From childhood her ambitions centered in the teaching profession, so she decided to attend Ottawa Normal School in order to achieve her desire, that of becoming an efficient and progressive teacher.

162. Nellie P. Stacey, Iroquois.
From one of the Indian towns,
Having her ups and downs
At the Ottawa Normal;
Lesson plans and criticisms,
No fun or witticisms
At the Ottawa Normal
Oh, brave Iroquois maid,
When shall her knowledge fade,
Of the Ottawa Normal?

163. N. Rachel Steven, Cannamore, opened her eyes to the world one fine August day. Her early years were spent gaining a primary education at Cannamore Public School. Having an early ambition to become a teacher, she continued her education at Morewood High School and now we find her at Normal, delighted to get enlightenment on her cherished art.

164. Jean C. Stewart, Renfrew, R.R. 1. Of Scotch descent, she was born in Goshen, six miles from Renfrew. She received her elementary education at the school near her home and later attended the Renfrew Collegiate Institute. September, 1916, found her at the O. N. S., a member of Section E. She desires to become a proficient teacher and to study music.

165. Flossie M. Tackaberry, Kemptville. Flossie spent her early days on the banks of the Rideau River. She went to a rural school for a few years; then she attended Kemptville High School obtaining her Normal Entrance and Junior Matriculation in 1914. She still continued at school taking Faculty Entrance work. Since childhood she has had an ambition to teach.

166. Renette G. Taggart, Westport. Nettie is of a quiet disposition, probably due to having lived beside that deep, cool, beautiful Lake Rideau where nestles her home town. She does not allow her studies to drag lazily forward but rather her ambition is to move quickly for her goal. A lover of children, her dream, "A Teacher," will no doubt be realized.

167. A. Elizabeth Tenant, Almonte. Bessie was born 'mid trees and hills near the town of Almonte. She attended the High School at Carlton Place, graduating in 1916. Desiring to become a teacher, she determined to attend Normal. Thus we find her at the Ottawa Normal School, and—"When she passes from out this cold gray hall, here's hoping it may be for the good of all."

A. E. S.

168. Norah M. Terry, Curran. This little Irish girl received her elementary education at the village school. She went on life's flowery path of knowledge passing through the Plantagenet High School and the Vankleek Hill Collegiate Institute, from which she came to the O. N. S. Her aim is to become an efficient teacher, well versed in the art of school management and in methods.



169. Ethel Teston, Arnprior. In the picturesque little town of Arnprior, which is situated at the confluence of the Ottawa and Madawaska rivers, Ethel had her first glimpse of school life. A still, small voice constantly whispered "Be a teacher." Now she is treading onward to the goal she hopes to attain.

170. Ruby E. Thompson, Metcalfe, came to Ottawa Normal and was stationed in Section E. But Ruby remains stationary nowhere. Large hearted, impulsive, full of life, eloquent in debate, she soon made for herself many friends. She has taught school a year with decided success. With Normal training what may we not expect from her? We shall watch with interest her progress in the profession. S S.

171. Margaret Toppings, Deseronto.
Sure, it's only a queer old town,
A dot on the map you say,
But it's "Home, Sweet Home" to me
Though many a mile away.
And it's among the loved ones there
I'm ever longing to be;
The ones that I know will have
A smile of welcome for me.

172. Lela M. Troy, Richmond. In a little farm district she spent her childhood. Natural tendencies influenced her to leave the charming spot so she attended the Ottawa Collegiate. Her clear perception of the merits of a good lesson, her pleasant memories of the past, her vivid images of the future, her good judgment, and sound reasoning have induced her to engage in teaching.

173. Myrtle A. Whiteside, Mille Roches. When six years old she started off to the village school on the bank of the St. Lawrence. In later years were the exciting train rides to Cornwall High School, where she graduated in 1916 with honours. Her chief ambition is to become a Red Cross nurse.

174. Gladys Willison, Pembroke. Comes from Scottish ancestors who settled in Oxford County in the early part of the nineteenth century. In 1915 she obtained her Entrance to Normal examination. Now she partakes of the pleasures and worries of the Normal School.

175. Tena Willison, Pembroke, was born at Ridgetown near Lake Erie. After attending Public School there, she moved with her parents to Pembroke. Here she was successful at the Normal Entrance examination and then entered Normal School life.

176. Blanche Wills, Lyndhurst, R. R. 2. Amid the beautiful scenery of the country Blanche first took notice of her surroundings. She received her primary education in the little white school-house among the pine-trees. As teaching is her ideal, graduating from Athens High School in 1916 she decided to attend Normal. Here we find her endeavouring to reach her ideal.

177. Laura B. Wills, Lombardy, R. R. 2. Received her earliest impressions amid rural surroundings. Her highest ambition is to become a successful teacher and to instil in the hearts of her pupils a love for the beautiful world of nature. Her favourite study is Art, at which she labours diligently. E. M.

178. Anna I. Wilson, Merrickville. On the banks of the Rideau stands the picturesque village of Merrickville. Here Anna received her education prior to her course at O. N. S. This rosy-cheeked lass felt that her energy and enthusiasm should be devoted to teaching.

"Meet is it changes should control
Our being, lest we rust in ease." A. D.

179. Lucy Wilson, Clarence. A lover of mountains and rivers, Nature has always called her away from the work of school to the great out-doors. Her love of the country was strengthened by daily drives to the Rockland High School. Here she spent most of her time in mathematics and physics, which were her best subjects.

180. George Wishart, Arnprior.
A fine young man this Wishart lad
And hale and hearty too;
He labours hard, he labours long,
His idle moments few.
A fine young man, this Wishart lad
Will make when he is grown;
For honest, upright, manly ways
Through all the country known. J. O. S.



181. Muriel G. Younghusband, Dunrobin.
In the little village of Dunrobin this tiny maiden first viewed the light of day. Here she obtained her elementary education. Inspired with the thirst for knowledge, she attended Carp High School. Obtaining her Normal Entrance and Matriculation from here, she proceeded to Normal. Her intention is to teach when she has her certificate dans sa poche.

OTTAWA NORMAL SCHOOL.

Historic pile! Within thy gray stone walls
The spirits of forgotten teachers dwell,
And tinge with awe thy labyrinthian halls,
And to ennobling thoughts our minds impel.

When we remember what great work was theirs,
Feelings of reverence rise within our hearts;
Their memory, for our arduous work prepares
Our spirits, and a high resolve imparts,

That we like them will enter on our task,
With purpose strong to make this old world feel
Our influence for good; this boon we ask,
Nor doubt that Fate with us will kindly deal.

Dear Normal School! May high ideals, inspired
By thy traditions, ever keep us strong
In faith that others may through us be fired
With zeal to fight 'gainst ignorance and wrong!

K.



THE FIVE SECTIONS.

Who come with manners dignified,
With lessons learned and rules applied,
With arms just laden down with books,
With leaden eyes and weary looks?

The Students of Section A.

Who come with steps so quick and light,
With merry faces ever bright,
Who calmly from stern critics turn—
Right methods they will some day learn!

The Students of Section B.

Who gaily sing from morn till night,
Whom Normal worries ne'er affright,
With lesson plans forgot or lost?
Ah! we all sigh, at what a cost!

The Students of Section C.

Who come with studious look and mien,
'Mid joys and sorrows e'er serene?—
Here only do the minds of men
Combat with woman's tongue and pen—

The Students of Section D.

Who come with manner free from care,
And build high castles in the air,
Of days when women rule the land,
And they'll come forth and take their stand?

The Students of Section E.

Thus moving up from high to higher,
'Twill be their one supreme desire,
To teach and train the nation's youth
In ways of wisdom and of truth—

The Students of O. N. S.

K. E. Carswell.

OUR CLASS.

Far up the quiet country-side,
From lonely farm or bustling town,
From o'er the province far and wide,
We came and soon we settled down
At Normal, where we've studied well,
With what success our triumphs tell.

In us awoke the great desire
To learn aright the way to teach;
And we shall go on ever higher,
The loftiest goal we wish to reach:
And we shall surely reach it, for
Our motto is "Excelsior."

We've had our share of harmless fun;
More than our share of toil;
When others found their work was done
We still consumed the midnight oil.
But yet our term is deemed by some,
A mere foretaste of joys to come.

C. Edna Gardner.

THE TEACHER.

Of all professions we revere,
The one to me that is most dear,
The one that is without a peer,
Is surely that of teacher.

For, as a faithful mountain guide
Helps travellers up the rugged side
To reach the heights, below espied,
So can a faithful teacher.

For who can little children lead
In honour's path in word and deed,
And wisdom's counsels e'er to heed
As can a noble teacher?

And when, as men, they take their stand
Among the noble of our land,
What joy to hear this tribute grand,
"I owe this to my teacher."

Myrtle H. Adams.

PROSPICE.

Once again I strayed to Normal
After many years away,
Sadly changed, alas, I found it,
Lonely ruins, cold and gray.

All its stately towers had fallen,
Wasted by a ruthless clime;
Tender, clinging ivy mantled
All the ravages of time.

Echoes rang adown the hallways,
Voices of a by-gone day,
Calling back beloved faces,
Young and hopeful, bright and gay;

And from out the dusty shadows,
Into joyous life they sprang,
Through those ruined spectral classrooms
Peals of girlish laughter rang.

Once again we were together,
Dreaming of the future days,
Dreams that youth alone engenders,
All lit with Fancy's rays;

Pledging friendship, strong, eternal,
In young girlhood's lavish way—
They with flight of years have vanished;
Normal stands, strong in decay.

Normal's walls may mould and crumble,
Mosses creep and ivies climb,
But life's maxims that it gave us
Shall e'er triumph over time.

Margaret Toppings.

HOCKEY ACTIVITIES.

Goal—J. J. E. McDowell.

Defence—J. O. Swerdfager and H. V. Martin.

Centre—J. C. Fetterly (Manager).

Wings—P. W. T. Yuill (Capt.) and W. S. Nesbitt.

Subs.—W. W. Kinkade, Geo. Wishart, F. G. McNeely, W. E. Bradley.

Above are the names of the ten players who upheld the honour of the Normal School Hockey Team during the 1916-17 season. Many were the sore shins and bleeding fingers as the boys trailed into the dressing room after practice, and many were the tired steps which led to their respective boarding-houses. But pain and hard work did not stay the boys, who were bound to produce a speedy and well-organized team under the leadership of Captain Yuill.

They did not work in vain to maintain the honour of their year at Normal. After some three weeks they challenged a powerful team composed of the heaviest and fastest of the city teachers. The game was played on Gladstone Avenue Rink, one Saturday morning from 10 a.m. to 11 a.m. But the rink was strange and large compared with the Model School Rink, and the students were defeated by 5 to 4. Twice again the teams met but with far different results. In both games the wearers of the old gold, navy, and scarlet outskated and outplayed their opponents, and "put it all over them," the scores being 6-2 and 4-1. Another game was played against the Continentals, on Oakland Rink, when the pedagogues were not up to strength, and were beaten by a narrow margin by the city hockeyists.

As the Grade A examination began to draw near, the hockey enthusiasm waned and more serious purposes replaced it. It is to be hoped that the boys who "played the game" so well on the ice may put forth in future life the same strenuous effort and steady zeal they displayed during the hockey season.

J. C. Fetterly.



WEST BLOCK.

THE GHOST OF THE NORMAL SCHOOL.

By R. Pearl Chamney and Myrtle H. Adams.

I HAD often heard of the Ghost that haunts the Normal School, but being somewhat of a sceptic, doubted its existence. Several students have declared that a shadowy apparition has been seen by some of their number, flitting in at the door at the back of the gallery room, gliding down the steps, and disappearing in a mysterious manner. Now, the time was when I myself would have laughed at these affirmations and I would in my innermost thoughts have considered the propounder of such as fit to rank with the common multitude and as having no place whaever in the cultured halls of the Normal School. But even we who pride ourselves on being proof against all superstition are likely to have our firmest ideas uprooted, and thereby to become susceptible to ghostly visions.

I was busily engaged one evening after school in the laboratory on the "Verification of the Law of Inverse Squares." Absorbed in my work I became utterly oblivious of the passing of time. When I had worked for what seemed to me a very short time I glanced casually at my watch and was startled to find by the pale glimmer of the candle which I was using that it was already past eight o'clock. A feeling of dread crept over me at the thought of being alone in this great building.

Although I tried to assure myself that I was not in the least frightened my heart beat a little more rapidly as I crept stealthily toward the door of the laboratory. Suddenly a cold chill spread over me and I began to shiver. This indescribable feeling grew so intense that when I reached the door my teeth were chattering, my knees were shaking (as no Normal student's ever did when called upon to teach), and my fingers were so numb that I had difficulty in forcing the door-knob to yield to their grasp.

The story of the Ghost of the Normal flashed before my mind in its most dreadful aspects, but knowing that fear is an emotion unworthy of any Normal student, I attempted to drive it from me and vainly endeavoured to recall the

"Three Level Theory" instead. I finally pulled the door open, and, horror of horrors! what a ghastly apparition stood facing me! My hair stood on end, my flesh began to creep, my knees knocked together and my teeth chattered. I realized now that the legend of the Normal ghost was only too true. The Awful Thing stood in the pale yellow glimmer of the moon-light that struggled in through the partly shaded window of the little laboratory. It glared at me from the depths of its greenish eyes. It clasped in its claw-like fingers a number of books, which I recognized as similar to those used in our class-rooms.

"Who are you?" I asked, with all the decision I could muster.

"I am the ghost of one long gone before," was the reply in sepulchral tones. "Once I was a happy Normal student like you, but ambition sealed my fate. I hoped to write text-books on Psychology, History of Education, Geography, Science, Music, Art, Hygiene and Grammar, and incidentally to discover scientific truths, write stories and travel in foreign lands, but, alas! my brain refused to sustain the pressure. I come nightly to haunt these rooms and continue my scientific researches. Take warning, fair student, Ambition's debt is dearly paid."

I was glad that I had not attempted to combat my ghostly visitor, for I am told that physical forces do not avail in the presence of such supernatural beings, but that it is more effective to appeal to their intellect.

Before the Awful Thing had ceased my temperature had dropped considerably from ninety-eight and three-fifths degrees. Such an unnatural condition caused my whole body to tremble. I was about to fall prostrate, when lo! the horrible apparition began slowly, slowly to fade away. Under the hypnotic spell of the late spectre my eyes remained glued to the spot where it had stood, but in the pale moon-light all that I saw was that gruesome skeleton which we use in our hygiene class.

SEEN IN THE MYSTIC SMOKE.

By Margaret Toppings.

“O H! the mem-sahib is lonely.”

Helen Easten turned at the quietly spoken words, and the pensiveness faded from her face as she gave welcome to the faithful old friend before her.

“Why, good-evening, Nahal. This is, indeed, a pleasant surprise. You visit us so seldom now, that my pupils and I were beginning to fear you had forsaken us.”

The old man salaamed low, as he answered, “The mem-sahib knows I shall never forget her. But, I repeat, you are sad. Your mind and heart are far across the sea in distant Canada. You are ever dreaming of its snow-clad hills and rolling plains. And in those dreams, yon mission school is o'ershadowed by a little country school-house, far away. Perhaps, too, there are thoughts of dear ones there, of the merry classmates of other days, of—Normal.”

The girl started. “Normal! What a mind reader you are, Nahal! But I'm really contented here. Your India is surely a beautiful land.”

Nahal, suddenly plunged in deep thought, did not seem to hear her. “You would like to see this Normal again? Yes?” Then he added in his usual suave manner, “Will my young friend, and sahib, her brother, dine with me to-night? Nahal would be pleased and honoured.”

The tall, upright form had long since disappeared down the white road, and now the mysterious shadows of an Indian night were swiftly infolding the mission school. Helen Easten, still standing at the gate, was musing over the past, and dreaming of Canada, of home, of Normal.

It was towards the end of the repast that the girl heard a voice whisper in Hindustani, “Come.” Murmuring a low apology, she left the table, and joined the messenger awaiting her. Through several long passages they went, pausing at length before a dark curtained door. This her guide noiselessly opened, placed his fingers significantly over his lips, made a profound salaam, and as noiselessly withdrew.

Not in vain had Helen Easten studied the customs of these strange, inscrutable people. She was surprised; but this was not apparent to the keen eyes which, seemingly gazing off into space, were, she knew, intently regarding her. Nahal, clothed in rich, flowing robes, was reclining on a low divan. On the rug before him lay an inlaid brazen vessel of peculiar workmanship. It obviously contained fuel of some sort, for wreaths of whitish smoke were slowly rising from it. Barely glancing at the man's motion-

less form, the girl seated herself upon a cushion, and, in silence—waited.

Nahal had some purpose in view when he sent for her. This, he would no doubt disclose as soon as his oriental love of suspense and mystery had been satisfied. In the meantime—and the girl gave a shrug of resignation—she could only wait and wonder. It was the strange behaviour of the smoke coming from the curiously shaped vessel that finally attracted her attention, and held her spell-bound.

Spiral after spiral of dense, white fumes were slowly circling upwards. As higher and higher they crept the shadowy recesses of the room grew dim and blurred. Soon, the wall, the divan, Nahal's rigid form,—everything—were enveloped in those caressing folds. Nothing was visible but the cloud of writhing, climbing smoke. Singular and fantastic as were its movements, it was evident that all were directed and controlled by an unseen, unknown Power.

Suddenly, the watching girl bent forward. Were her eyes deceiving her, or was something being really portrayed on that moving, living, screen? And that something—? No wonder the blood rushed riotously through her veins, and her whole body fairly tingled with suppressed joy! Though the scene before her was vague and indistinct, she, like every true Normalite, would never fail to recognize it. For it was at Normal's grand old walls and imposing towers that Helen Easten gazed—Normal, so far away, conjured up on a magician's screen in India, that land of insolvable mysteries.

Now it was one of the well-known class-rooms that was pictured upon the smoke curtain. Yet, the room seemed far too small for the jostling, excited crowd that was pushing its way past the creaking old door. Never before had Helen Easten understood just what the word “mob” could sometimes mean. These frenzied, hysterical students had lost every trace of their traditional dignity. The sole aim of each and every one of them was to get into that room at all costs. It must be something out of the ordinary that could so transform what was once such a meek and mild organization. The girl instinctively looked toward the master's chair. It was desolate and empty. The old-time Normal staff had passed away forever. Now, from a lofty pedestal, the presiding genius of the place—an enormous phonograph—smiled benignly down upon the awe-stricken multitude who were eagerly drinking in the words of wisdom as they poured unceasingly from the strange machine.

As if it, too, mourned for the old regime, a tremor passed over the smoke, and the scene faded away. But, something else was slowly emerging from its white depths. A picture of groups of students walking aimlessly about now met the watcher's gaze. It was, apparently, a period of recreation, but they did seem to be enjoying themselves. On every face there was a restless, hunted look. When they spoke, it was only in whispers and with fearful glances around them. Like Damocles of old, they seemed to be in constant dread of some frightful calamity befalling them. All at once they drew timidly back. A majestic figure walked past them and paused before a hitherto invisible door in the wall. This he unlocked, removed objects that looked like phonograph records, and then went unconcernedly away. Ah! no wonder those poor students had been discreet and careful. They might well refrain from saying traitorous things about the old school. It would scarcely be good policy to make adverse statements regarding critic teachers in this super-modern building. For the old Normal fairly swarmed with dictographs which faithfully and relentlessly recorded every syllable that passed within its walls.

Helen Easten began to wonder how much strain the average constitution could endure. It was, therefore, with a thankful sigh that she

welcomed the next scene. Undoubtedly an examination was in progress. It was a pleasant sight—when one was only a spectator. Some were writing feverishly, with occasional hurried glances at the clock. Others were seeking inspiration from a minute inspection of the ceiling. Perhaps they were puzzling out the difference between "state" and "specify" or wondering just what that word "discuss" meant.

Suddenly, a large open book was held up before the girl's astonished eyes, and from its vaguely familiar look she thought it must be a Syllabus. Larger and larger it loomed until the words printed there could be read with ease: "The Department of Education directs that from henceforth tests shall be held daily, instead of once a week, as formerly."

A low moan ran through the room. The smoke quivered, dwindled, and faded away.

"Mem-sahib evidently forgot that absolute silence was required of her."

But the icy tones were completely lost upon Helen Easten. The teacher in her was, for the time being, smothered, and all the student's abhorrence of examinations rose again with overwhelming strength and force.

"Daily tests! Tests every day of the week! Oh, how dreadful!" And the voice trailed off into another heart-rending moan.



MILITARY ACTIVITIES IN CARTIER SQUARE.

THE TRIBULATIONS OF A NORMAL STUDENT.

By Margaret E. McLachlin.

Who will forget that first entrance into the Ottawa Normal School on the rainy September morning? Who will forget the glaring sign, "This way to the Assembly Hall?" Who will forget the endless stairs to be conquered before reaching that hall, the endless rows and rows of unfamiliar faces which greeted you as you entered?

Yes, you entered and became for the first time one of this body of students. As you gained courage to look about you, you discovered a familiar face. Oh, joy! You looked eagerly for another and yet another, until you came to the conclusion that the world was not so dreary after all. But still more interesting things followed. You were introduced to the masters, to the work of the school, and last of all to the north and south stairs.

It was then that the trouble began. You confused the masters, the class-rooms and the stairs. To make matters worse you lost your class. There you stood, surprised to find yourself in such a place, for you are sure you started for the gallery room, but here you stood in the secretary's office.

Gradually, however, your brain became clear and at the end of two months you were able to find your way about the school.

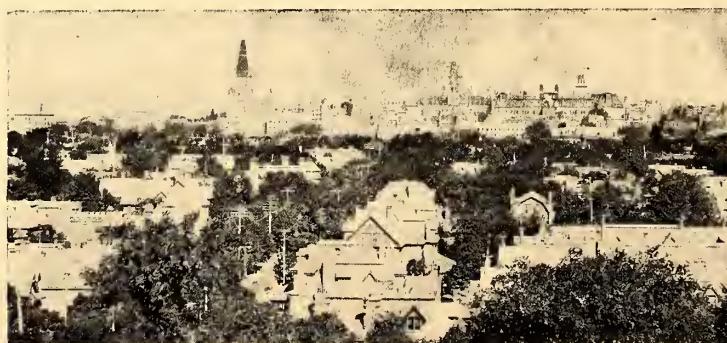
You thought your troubles were over. Alas! You were mistaken. Just when you were beginning to feel comfortable you were asked to give an address before the whole body of students. You have not forgotten that day. You did not sleep the night before. You ate no breakfast that morning and you reached school breathless with excitement. When your name

was called, you commenced the long journey to the platform. What a noise your shoes were making! Would you ever reach that last step? How you trembled, during those two minutes! The last pupil, in the last row saw the paper shake, although you did your best to keep it still.

Surely the worst was over. No, not yet. Was it only a week later that you found your first lesson assignment upon the library table? "Teach the 'Convection of Heat.'" Wh-what was that? Instantly you rushed to one of the masters to demand an explanation. Then you spent a pleasant week-end getting the lesson plan ready for its "pigeon hole."

That first lesson! Will you ever forget it? You stood upon a certain board, before a certain row of desks, with your feet at a certain angle and you talked. You were never so eloquent before. Your words fairly tumbled out from preparation to conclusion. When you reached the conclusion, suddenly you remembered that this particular school-room contained a blackboard. Hurrying to it you wrote something. It is well that you said "something," for upon reaching the back of the room, even you could not read that work. But who could write, with shaky hand, the bold plain letters of a school teacher?

After this, life became more agreeable. You enjoyed the work, the teaching and the intercourse with students and masters. You were benefited by the Literary Society, and, now you are leaving, glad that you came, sorry to leave, but eager to begin work as a Normal-Trained Teacher.



VIEW OF OTTAWA FROM SOUTH.



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